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**RUBRIC – THE FEDERALIST PROJECT**

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| **Criterion** | **4. Superior—**  ***Above expectations***  **Ratification is guaranteed!** | **3. Proficient—**  ***Meets expectations***  **The Constitution has a good chance.** | **2. Apprentice—*Emerging understanding and skills***  **Cross your fingers--the Constitution may not make it.** | **1. Novice—**  ***Does not meet teacher expectations***  **Ratification is out--it’s back to the drawing board!** |
| **Research: (counts 2x)**  **Evidence chosen from the Constitution meets project requirements** | You correctly identify evidence from the body of the Constitution that will correct problems that existed under the Articles of Confederation--they are parts of the Constitution that make it a strong and lasting form of government. You intelligently defend your choices. | You choose ideas from the Constitution that address problems under the Articles, but they may not be the strongest arguments you could have chosen. Your reasoning as to why you chose these ideas could be better. | You do not make a very good argument with the ideas you choose from the body of the Constitution. You could have picked better ideas, and your reasoning is poor or not fully explained. | The ideas you choose from the Constitution do not fix problems the US had under the Articles of Confederation. The reasons you give are unclear, or do not explain your choices. |
| **Problem Solving/ Critical Thinking: (counts 2x)**  **Correct principles of democratic governments included** | You correctly connect the proper principles of democratic government to the ideas from the Constitution that you chose. Your explanation of how the principle corresponds to the ideas you chose is accurate and intelligent. | You identify two principles of democratic governments that go with the ideas from the Constitution that you chose, but your explanation could be better. Your reasoning behind how the two go together is not as clear as it could be. | You incorrectly connect one of your ideas with its principle of democratic governments. Your explanation as to why you picked these principles is poor or nor fully thought out. | You incorrectly connect both ideas from the Constitution with its principle of democratic governments. Your explanation is incorrect or makes little attempt to explain why you tried to connect these two ideas. |
| **Creativity: (counts 1x)**  **Poster is creative and meets all project visual requirements** | Your poster is colorful and has several illustrations on it that intend to help ratify the Constitution--it persuades and “sells” the Constitution. The illustrations are related to the quotes you chose or the ideas you selected from the Constitution itself.  The poster reflects real effort and a clear understanding of the assignment. | Your poster is colorful and has illustrations that are related to the quotes and ideas you chose from the Constitution. More could be included to persuade the viewer toward ratification.  The poster reflects some effort and a basic understanding of the assignment. | Your poster is not as colorful as it could be, or does not use pictures that really connect to the ideas in it. The poster was meant to persuade the viewer--yours does not.  The poster reflects little effort and little real understanding of the assignment. | Your poster is not colorful and does not use pictures that are related to the ideas in it. It does not attempt to persuade the viewer to ratify the Constitution in any way.  The poster reflects no real serious effort to complete the assignment correctly and no real understanding of what was expected. |
| **Analysis/Synthesis: (counts 2x)**  **Quotes chosen are utilized properly** | You use two excellent quotes from the Founders that help to “sell” and ratify the Constitution.  It is clear you understand how the quotes you chose will help the viewer choose ratification. | You choose good quotes from the Founders to help convince the viewer to ratify the Constitution, but your choices could be better.  You have a good understanding of how the right quotes can help persuade. | The quotes you choose from the Founders are fine, but they are only partially about ratification or they do not help the viewer think about ratifying the Constitution.  It is unclear whether you understand how the quotes are meant to help the viewer of the poster to think about ratification. | The quotes you choose do not support ratification, or do not help persuade the viewer to think about ratifying the Constitution at all.  It is clear you do not understand how the quotes on the poster are meant to be used to persuade people toward ratification. |
| **Reflection: (counts 3x)**  **Reflective essay correctly supports your poster and its evidence** | Your essay promotes ratification of the Constitution. It does an excellent job explaining why you chose the ideas from the Constitution you chose, and how they serve as an example of what is best about the Constitution. You explain why you chose the democratic principles that you did, and how they are connected to the poster. It logically explains the quotes that were chosen, and why they are the best to promote ratification. Your essay is intelligent and well-thought out. | Your essay does a good job promoting ratification. It explains why you chose the ideas you did, and how they are connected to the poster and the principles of democratic governments. It explains why you chose the quotes that were picked, and how they help promote ratification. Your arguments are somewhat weak--more could be done to create a better, more accurate argument. | Your essay does a poor job promoting ratification. It is weak in explaining why the ideas you chose from the Constitution were picked, and how they relate to the democratic principles. The essay does a poor job explaining why the quotes you used were picked. More effort and focus needed to be put into thinking through your writing and clarifying your ideas. | Your essay is poorly constructed and does not promote ratification of the Constitution. It does not explain why you chose the ideas from the Constitution that you picked, or how they relate to the principles of democratic governments. It is unclear from your essay why you picked the quotes that were used. Much more effort was needed to prove that you understood the assignment. |
| **Mechanics: (counts 1x)**  **Poster and essay shows proper grammar, punctuation, and spelling** | Your poster and essay are properly spelled, punctuated, and use grammar that is appropriate for an 8th grade student.  There are no more than 5 mistakes on the poster and essay combined. | Your poster and essay use appropriate spelling, grammar, and punctuation. There are some basic mistakes that should have been corrected.  There are no more than 10 mistakes on the poster and essay combined. | Your poster and essay have several mistakes in spelling, punctuation, and grammar that 8th grade students should be editing out before turning in a project.  There are no more than 15 mistakes on the poster and essay combined. | Your poster and essay have multiple spelling, punctuation, and grammatical errors that should have been corrected.  There are more than 15 mistakes on the poster and essay combined. |

**Grading Scale: A = 44-40 B = 39-35 C = 34-31 D = 30-28 E = 27 or below**